

This Thesis filed under
Fitzpatrick-Cooper

AN INTERNSHIP IN GUIDANCE AND
COUNSELING AT BEACONSFIELD HIGH SCHOOL,
INCLUDING RESEARCH ON THE EFFECTIVENESS
OF COUNSELOR-INITIATED COUNSELING ON
SELF-CONCEPT ENHANCEMENT WITH LOW
SELF-CONCEPT STUDENTS

CENTRE FOR NEWFOUNDLAND STUDIES

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AN INTERNSHIP IN GUIDANCE AND COUNSELING AT
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ON THE EFFECTIVENESS OF COUNSELOR-INITIATED
COUNSELING ON SELF-CONCEPT ENHANCEMENT
WITH LOW SELF-CONCEPT STUDENTS

by



Lucy Fitzpatrick-Cooper

A Report presented to the Faculty of Education
in partial fulfillment of the requirements
for the degree of
Master of Education

Department of Educational Psychology
Memorial University of Newfoundland

September 1982

St. John's

Newfoundland

...to my parents

Florence Fitzpatrick née Noseworthy

Philip Fitzpatrick

without whom none of this would have been possible.

The greatest difference between us

Is that you accept

What I would change.

But ... is this not the same loving difference

That separated you from your parents?

Lois Wyse, 1972

Abstract

The rationale for this internship was to provide the intern the opportunity to further her knowledge, to refine her skills and competencies and to develop confidence to be capable of implementing and carrying out a guidance program. This internship report provides a comprehensive report of the professional activities engaged in during the five month internship at Beaconsfield High School, St. John's, Newfoundland, November 1976 to March 1977 inclusive.

Detailed objectives and specific activities previously submitted and approved by the Department of Educational Psychology, Memorial University, August 1976, are analyzed and evaluated, and include reactions by the intern. Included in these objectives is a research component on the effectiveness of counselor-initiated counseling on self-concept enhancement of low self-concept students as identified by the Tennessee Self-Concept Scale. Results indicate that while the findings were non-significant at the 0.05 level of probability, statistical evidence presented suggests that the treatment worked for some students and not for others.

Chapter I provides an introduction and statement of objectives of the internship. Chapter II gives a detailed analysis and evaluation of each objective of the internship with a reaction by the intern. Chapter III concludes the report with a summary of the internship experience.

Acknowledgements

The intern is indebted and gratefully acknowledges appreciation to the many people who guided and helped her during the internship period and with the final culmination of the internship report. A special thank you to Dr. Leroy Klas who was her guiding light through a dimly lit corridor of learning and on to the light at the end of the tunnel. A special thank you is also extended to Mr. Terry Stack, school counselor, Beaconsfield High School, who acted as field supervisor and to the administration and other staff members at Beaconsfield High School for allowing her to be an accepted part of their world during the internship period. A note of thanks also goes out to a respected colleague, Barbara J. Hopkins, whose encouragement in the writing of this report was greatly appreciated. And a final thank you to my husband, Bob, and my son, John, for their patience and support. To say it is gratifying to finally reach the light at the end of the tunnel is an understatement.

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CHAPTER. I

STATEMENT OF OBJECTIVES

Introduction

An internship supplies on-the-job activities under the joint supervision of a field supervisor and a university supervisor. Supervised experience is seen as a critical and necessary component of the counselor education program. One purpose of the supervised experience in this internship program is to develop the intern into a more independently functioning counselor.

The Department of Educational Psychology of Memorial University of Newfoundland states, in the document "Internship Programme", that the diversity and specialization encompassed in the role of the school counselor "require intensive training, a considerable portion of which should be devoted to supervised experiential training."

Therefore, the writer intends, through an internship experience, to satisfy the following goals as they relate both to the field of counseling in Newfoundland and to her own professional growth:

- 1) to acquire an in-depth knowledge of a counseling program in action and to maintain an extensive involvement in that program;
- 2) to apply and evaluate various counseling theories in an actual setting;

- 3) to assess the writer's present client-centered philosophy and its applicability to a school setting;
- 4) to acquire further experience working with high school students and high school programs;
- 5) to conduct school related research of the same scope at which a school counselor would find himself involved;
- 6) to further develop both personal and professional skills in the following areas: individual counseling, group counseling, co-counseling, consultation, and information dissemination;
- 7) to acquire skills in organizing and administering a guidance program;
- 8) to acquire greater knowledge of career information;
- 9) to acquire further experience in student appraisal at the high school level.

Objectives

In this section are outlined the general objectives, specific objectives and activities for the proposed internship. Evaluative criteria are established for each of the objectives.

General Objective I

To acquire an in-depth knowledge of a counseling program in action in the high school, specifically Beaconsfield High School.

- A. Specific Objective. To discuss the guidance and counseling program at Beaconsfield High School with school personnel in order to familiarize the intern with the school's educational system; aspects of the program to be discussed include such areas as course options open to students, scheduling of classes, and rules and regulations operating in the total school setting.

Activities:

1. Meet a minimum of one hour per week with Mr. Terry Stack, the school counselor, in order to consult and to acquire pertinent information relating to the activities of the week. During these meetings evaluation of counseling skills and techniques will also be discussed.
 2. Meet a minimum of four hours during the internship period with Mr. M. Hong, the school principal, to acquire information concerning administrative functions as they interrelate with counselor functions.
- B. Specific Objective. To attend all staff meetings and school functions held during the internship period so as to better insure participation in regular school functions and recognition as a part of the school staff.
- C. Specific Objective. To observe counselor activities at Beaconsfield High School.

Activities:

1. To observe a minimum of three one-to-one counseling sessions.
2. To observe a minimum of three group sessions.
3. To observe a minimum of one parent consultation.
4. To observe a minimum of one teacher consultation.

Evaluation. This objective is being evaluated by a written report on (1) the observed activities in the guidance program at Beaconsfield High School, and (2) the relationship of those activities to the school's rules, regulations, administration, and teachers.

General Objective II

To further develop and evaluate a personal theoretical counseling position.

Specific Objective. To assess the intern's present client-centered philosophy and its applicability to a high school setting.

Activity:

To discuss with the field supervisor and the university supervisor how such a philosophy is being incorporated into counseling contracts, via tape reviews and actual observations.

Evaluation. This objective is being evaluated by way of a written report on the intern's theoretical counseling position upon initiation of the internship and again upon completion of the internship. A

comparison of the two reports will enable the intern and the supervisors to ascertain in what manner the intern has developed and applied her theoretical counseling position.

General Objective III

To further improve professional guidance and counseling skills.

A. Specific Objective. To further improve individual counseling skills.

Activities:

1. Read at least two recent articles on individual counseling. Submit a critique of each article to be reviewed by the university supervisor.
2. A minimum of three students with personal-social conflicts will be seen in a one-to-one counseling setting. These contacts will be followed through on a long-term, progressive basis, if required. These sessions will be audiotaped or videotaped, when appropriate.
3. A minimum of three students with educational conflicts will be seen in a one-to-one counseling setting. The number of contacts per student will vary from one to several contacts over the duration of the internship.
4. A minimum of three students will be seen regarding vocational planning in a one-to-one counseling

setting; generally, two to three contacts will be required, depending on the needs of the student. These sessions will be audiotaped or videotaped, when appropriate.

5. Make available request-for-counseling forms to students (See Appendix A).
6. In cooperation with the school staff the intern will visit each classroom to introduce herself and to explain her role. Most of these visits will take place during the first week of the internship. A description of the content of these visits will be provided. The field supervisor will observe selected visits.

B. Specific Objective. To acquire co-counseling skills.

Activities:

1. Read at least one recent article on co-counseling. Submit a critique to be reviewed by the university supervisor.
2. Co-counsel at least three individual sessions.
3. Co-counsel at least three group sessions.

C. Specific Objective. To initiate specific guidance groups in the areas such as values clarification, vocational exploration and relaxation training. The groups will be comprised of approximately one-half of a total classroom group. Voluntary attendance is proposed, where alternative supervision is available. Where

alternative supervision is not available, compulsory attendance will be required of the students to these guidance groups. For ease in working effectively with these groups the intern, in conjunction with Mr. Stack, will divide each class into two groups. Mr. Stack will work with one-half of the class group while the counselor-intern works with the other half.

The values clarification program will deal initially with specific exercises (see Appendix B). Time will be allotted in each session to allow for discussion and to deal with outcomes of any particular exercise.

The relaxation training program is outlined in Appendix C.

The vocational exploration program will consist basically of the program used at the Counselling Center of Memorial University of Newfoundland during the fall semester, 1974. This program was developed for freshman college students, and has been adapted for use with high school students. See Appendix D for an elaboration of this program.

Activities:

1. Initiate and follow through on a values clarification program as specified in Appendix B.
2. Initiate and follow through on a relaxation training program as specified in Appendix C.
3. Initiate and follow through on a vocational exploration program as specified in Appendix D.

D. Specific Objective. To consult with teachers, parents, principal and supervisors.

Activities:

1. Conduct approximately three teacher consultations during the internship period. Appropriate sessions will be audiotaped.
2. Conduct approximately three parent consultations during the internship period. Appropriate sessions will be audiotaped.
3. Read at least two recent articles on parent consultations and teacher consultations. A written report on each will be submitted to and reviewed by the university supervisor.
4. Conduct approximately two principal consultations on matters pertaining to counselor functions.
5. Two field-supervisor consultations per week will be held for the purpose of exchanging ideas and receiving constructive criticism and evaluation.
6. Two university-supervisor consultations per week will be held for the purpose of offering the intern constructive criticism and evaluation. One consultation will be held at Beaconsfield High School for approximately one hour and one consultation will be held at the university for approximately one hour.

Evaluation. Below are listed a number of statements designed to evaluate the performance of the counselor-intern (Adapted from Myrick, 1971). The supervisors are asked to discuss with the intern the quality of achievement and/or performance of the skills, attitudes, or knowledge described in the statements. These statements are to be used in the evaluation of any tapes and live observations.

1. Seeks and considers professional opinion of supervisors and other counselors when the need arises. _____
2. Is genuinely relaxed and comfortable in the counseling relationship. _____
3. Is aware of both content and feeling in the counseling process. _____
4. Keeps appointments on time and completes supervisory assignments. _____
5. Can discuss what is involved in counseling and intelligently articulate its objectives. _____
6. Is open to self-examination during supervision. _____
7. Verbal behavior in counseling is appropriately flexible and varied, according to the situation. _____
8. Participates actively and willingly in the supervisory sessions. _____
9. Establishes effective counseling relationships. _____
10. Has a clear sense of client's needs and concerns. _____
11. Is able to formulate ways of helping her clients. _____

General Objective IV

To acquire organizational skills in relation to guidance functions.

- A. Specific Objective. To properly organize the daily schedule in relation to counseling services.

Activity:

Draw up a timetable whereon specific services and activities are allotted specific times.

- B. Specific Objective. To maintain a personal confidential file.

Activities:

1. Peruse the counselor's present files with permission from the school counselor, Mr. Stack, in order to become familiar with such records.
2. Keep a record of all students seen, stating purpose and outcome of each contact. A coding system will be utilized in these records to protect the anonymity of each student.

- C. Specific Objective. To organize and carry out group guidance programs. (See Specific Objective C, page 6, and related activities on page 7.)

Evaluation. Chapter II includes a self-evaluation in the form of a commentary on the effectiveness of:

- a) the organization of the daily schedule;
- b) the personal confidential file; and
- c) the organization and follow through of the group programs.

General Objective V

To acquire further experience in student appraisal at the high school level.

Specific Objective. To administer, score and interpret tests and inventories at the high school level.

Activities:

1. Administer, score and interpret group and individual achievement and intelligence tests.
2. Administer, score and interpret group and individual interest, aptitude and self-concept inventories.

Evaluation. Chapter II includes a description of the instruments which were administered and an evaluation of the experience acquired in relation to student appraisal at the high school level.

General Objective VI

To acquire experience in utilizing community resources which are of functional value to the school and the students.

Specific Objective. To obtain information relating to the various community resources used by the school.

Activities:

1. Discuss with Mr. Stack and other staff members the procedures used to obtain services from community resources.
2. Meet at least once with each of the community resource personnel who work directly with the school.
3. Solicit assistance of such personnel when required.

4. Contact and meet with at least two other community resource personnel available to high schools who are not presently working directly with the school.
5. Refer students to appropriate personnel, when required, and follow up on such referrals.
6. Locate and read material relating to community resources.
7. Submit a written report on community resources to be reviewed by the university supervisor.

Evaluation. Chapter II includes a self-evaluation on:

- 1) information acquired in relation to community resources and their functional value to the school; and
- 2) a report on student referrals and follow-up on such referrals.

General Objective VII

To carry out research relating specifically to the effect of counselor-initiated counseling on self-concept of students identified as having low self-concept (see research component).

Evaluation. A description of the initiation, carrying-out and analysis procedures for this research is contained in Chapter II of this report.

Chapter I has outlined the objectives and activities of the internship. Chapter II will present how these objectives were met and these activities were carried out. A discussion on each objective will also be included.

CHAPTER II

ANALYSIS OF THE INTERNSHIP

This chapter will consist of (1) a description of how each of the objectives outlined in Chapter I was achieved and (2) a discussion of those objectives.

ObjectivesGeneral Objective I

To acquire an in-depth knowledge of a counseling program in action in a high school, specifically Beaconsfield High School.¹

- A. Specific Objective. To discuss the guidance and counseling program at Beaconsfield High School with school personnel in order to familiarize the intern with the school's educational system.

Orientation:

The guidance and counseling program at Beaconsfield High School begins with a visit by the school counselor to each class, early in September. These visits are made for the purpose of explaining the counselor's role, informing the students of proper procedure when requesting an appointment, and completing a questionnaire; the questionnaire asks for basic identifying

information and assesses students' interest in seeing the counselor. About fifty percent of the students indicate an interest in seeing the counselor. Referrals also come from teachers, parents and administrators. In addition, the counselor peruses examination results with the teachers and the administration in order to identify the students who may require educational guidance and counseling. The major portion of individual counseling interviews, however, are a result of self-referrals.

Educational and Vocational Guidance:

Class visits are also made to administer the Safran Student's Interest Inventory² to inform students of requirements for entry to post-secondary institutions including Memorial University, The College of Trades and Technology, and The College of Fisheries, to give pertinent information on scholarships and to demonstrate and inform students on the Career Information Kit on Wheels³ (Occupational monographs).

Early in the second term a representative from Canada Manpower visits each grade eleven class and the grade ten general classes. A Job Search Techniques Program⁴ is presented to each class. Representatives also come from The Fisheries College, The College of Trades and Technology and from Memorial University to inform the students of courses offered, entrance requirements, and extra-curricular activities.

Midway through the second term, a Career Day is held. After the Career Day students are encouraged to complete their applications for post-secondary institutions and/or see the counselor, if still undecided.

Early in the third term several instructors from the Junior Division of Memorial University come to the school to talk individually with all grade eleven students contemplating attending Memorial University. These representatives act as advisors to Junior Division (first year) students.

Assessment:

Throughout the year assessment took place, the nature of which was dependent upon the needs of the students and the school. Such assessment included the SRA Placement Tests⁵, which generally took place in February for incoming grade nine students, the Safran Student's Interest Inventory, the Wechsler Intelligence Scale for Children - Revised⁶, the Wechsler Adult Intelligence Scale and the Wide Range Achievement Test⁷.

Counseling:

The role of the counselor also includes personal-social and educational-vocational counseling. Consultations are carried out with parents, teachers, doctors, the school nurse, speech therapists and other concerned individuals as necessary. Referrals are made to the counselor by teachers, administrators and the students

themselves. In turn, referrals are made by the counselor to the school nurse and other professionals in the school and in the community.

School Activities:

The counselor is the Student Council moderator and is thus involved with organizing and participating in various school related and extra-curricular activities including sports, dances and other recreational activities.

The orientation of a counseling program must be well organized prior to initiation. Such an orientation should enable pertinent and adequate information to be disseminated to the students, the teachers and the administrators. As well, significant information on each student should be obtained quickly and efficiently. Such an approach to orientation was successfully utilized at Beaconsfield High School. Quite obviously, much time is required in establishing the educational-vocational guidance portion of the overall program. However, once established, this portion of the program can be carried out quite successfully, as was noted at Beaconsfield. Experience gained in various assessment procedures at the high-school level aided the writer in a firmer realization that a varied assessment battery gives a more reliable overall picture of an individual's standing. Through observation and involvement in various counseling activities it was realized that a counselor should have a

theoretical approach from which he operates, as well as sufficient knowledge of techniques and approaches to counseling. In addition, a counselor must have the appropriate skills to operationalize those theories and techniques. It was also realized that the counselor must achieve visibility if he is to deal with a large student population.

Overall, there was observed at Beaconsfield High School a balanced program. It is felt that a well organized program, accessibility, visibility, close liaison with administration, knowledge, and the proper utilization of theory, techniques and approaches is a must in carrying out a successful guidance and counseling program (Shertzer and Stone, 1976; Gysbers, 1981; Wrenn, 1968; Hoyt, 1968).

B. Specific Objective. To attend all staff meetings.

All staff meetings and social functions were attended as a participating member of the school staff.

The role of the counselor at staff meetings was seen by the writer as one of facilitating in the clarification of ideas put forth by both teachers and administrators. A relaxed, democratic atmosphere was the obvious tone of most staff meetings. The majority of meetings, in fact, were chaired by a teacher spokesperson. However, on occasion the administrator felt a need to intervene as an authority whenever much dissension occurred among the staff. The writer feels

that the school counselor should be present at all staff meetings to facilitate and to share reactions and opinions.

As a participating member of the school staff the counselor-intern put forth suggestions, voted on pertinent issues and offered to research and make available resource materials of interest to teachers. Such resource materials included information on acceleration programs for the gifted student. References were obtained, posted in the staff room, and catalogued in the library with the aid of the school librarian.

The writer realized the importance of the counselor's presence at staff functions. Visibility and accessibility to staff members should be one of the prime concerns of a school counselor (Hoyt, 1968). Attendance by the counselor at staff meetings permits the unique opportunity for the counselor to display his/her role as facilitator.

- C. Specific Objective. To observe counselor activities at Beaconsfield High School.

An observation of various counselor activities was carried out. Three individual counseling sessions were observed, fulfilling Activity One of Specific Objective C. Three different students were interviewed during these sessions. One interview was of a personal nature, another dealt with vocational information, while the third dealt with an educational conflict. In only one of these interviews did the student appear uneasy about

the presence of a third party. This particular interview dealt with a personal problem. In retrospect, it may have been advisable to observe the three individual counseling sessions with the same student in each session.

The style and techniques of the counselor varied, by necessity, to fit the needs of the student and the problem presented. In the first interview the student required much direction and prodding in order to assist him in verbally communicating his concern. The counselor used a client-centered approach in an attempt to help the student feel more at ease. It appeared that this student needed more time, perhaps several subsequent sessions, in order for the counselor to create a comfortable rapport. However, the absence of the third party (in the case of this particular student) may have brought about a more trusting relationship sooner.

The second interview involved a student seeking vocational information. The counselor in this session was more direct, in that dissemination of information was the main purpose of the interview. The student was unsure regarding the course of action to be taken. Upon termination of the interview the student appeared to have acquired the necessary information.

The third interview dealt with an educational conflict. The student in this session appeared to have difficulty in keeping the focus of discussion on the presented concern.

The counselor on several occasions used reflection, clarification and interpretation to maintain and direct the focus of the interview.

Three group sessions were observed involving career information dissemination. During these sessions pertinent vocational information was presented to three different grade eleven classes. A question and answer period was held after the presentation.

From the observation of these group sessions it was obvious that the counselor must have a considerable knowledge of vocational information, including post-secondary institutions and their entrance requirements, program selections and financial assistance programs. In instances where the counselor was unsure or where a student requested further information the counselor referred the student to a specific individual in the specific institution.

One consultation between the guidance counselor and the vice-principal/teacher was observed. This consultation involved a discussion of certain students whose grades had dropped significantly to warrant educational counseling. It was quite clear that this particular consultation involved the counselor as consultant and the vice-principal/teacher as consultee. Rather than the consultee seeking assistance in dealing directly with those for whom he was concerned (as per

the usual consultation process) it was agreed that the counselor should see those students individually. A follow-up consultation was to be conducted at a later date.

Observation of a parent consultation was also proposed. However, no opportunity for parent consultation arose during the internship period. Parent consultation is carried out on an "as needed" basis. When the counselor sees the need for a parent consultation, the parent or guardian is contacted and a meeting time for the consultation is arranged with the parent or guardian. Dinkmeyer (1973a) tends to think that parents involve themselves only when the purpose for involvement is clear and relevant to them. Such parent involvement is critical to the holistic education of the student. For this reason counselors should include in the total program a component of parent involvement and parent education which goes beyond the term report meeting or the P.T.A. meeting. Van Hoose highlighted the importance of parent consultations when he stated:

... the major goals of parent-counselor conferences are: 1) to interpret and clarify reasons for certain behaviors, 2) to provide parents with information that will enable them to better understand and help their child, 3) to secure information that will aid the counselor and the school in understanding the child, 4) to identify unsound psychological practices and to help the parent reduce or eliminate such practices, 5) to help the parent understand the child as a learner, and 6) to involve the parent in the school life of the child (p. 280).

Upon observation of counselor activities at Beaconsfield High School, it was realized that a diversified approach to individual counseling is the ideal. Since all individuals respond differently to different situations and to different people, an approach should be used that best fits the client's particular situation. This may not always be a practical solution, however. The counselor must be able to recognize his/her own limitations. The counselor must recognize if and when a certain personality or individual places stress on a relationship, interfering with the positive growth of the client. Termination and further referral is sometimes necessary (Krause, 1977). The counselor must know when a referral is required. It is important "for the counselor to recognize his limitations in therapy and to establish methods of appropriate referral" (Herman, 1972, p. 156). The writer felt limited in working with a particular client who required a great deal of motivation. After working with this client without success, termination and further referral was necessary.

The writer feels that group counseling in the high school should be carried out in a small group situation (ten to fifteen members rather than the usual class size of thirty to forty). Topics that should be dealt with include values clarification, decision-making, communication skills, various teenage issues, family

life and sexuality. However, at many high schools timetables do not permit such small group counseling to be carried out. A more flexible high school schedule would allow for more group counseling arrangements; in addition, greater emphasis should be placed on small group counseling in the elementary school setting, where schedules are more flexible.

Consultation is a crucial aspect of the counseling program. It was realized through observation and participation that consultation is a means whereby the counselor may obtain pertinent information that may further help a client. As well, consultation may provide the consultee with a different, sometimes clearer, perspective of a situation.

General Objective II

To further develop and evaluate a personal theoretical counseling position.

The following is the initial report of the writer's theoretical counseling position.

At present the intern's theoretical approach to counseling is nondirective, in that the client assumes responsibility for his actions; nonauthoritarian, in that the client is considered an equal; and client-centered, in that the individual, not the problem, is the focus of counseling. It seems quite logical that the individual should be the focal point since so many problems have no direct solutions. Emphasis should be placed on helping the individual cope with the problem. In this approach emphasis is placed on the emotional or feeling aspects of the situation rather than on the intellectual. As well, emphasis is placed on the immediate situation rather than the past.

Man is seen as having the potential to be self-actualizing, realistic and rational. Man, therefore, has the capacity to cope with his concerns when provided with the freedom and safety to do so (i.e., free from the fear and threat of value judgements of another). Man also has the responsibility as well as the capacity to choose to direct his energies toward a more positive view of his reality.

Utilizing these principles of man and his behavior the counselor has an obligation to point out the possible alternatives in a given situation, to help the client become more aware of other avenues than the one he is presently taking, leaving the final decision up to the client. The counselor must have faith in the client's own ability to choose for himself the alternative best suited to his present needs. In pointing out alternatives the counselor should also make sure the client is cognizant of the consequences of each choice he may make. Based upon the knowledge of such consequences the client makes his final choice.

This theoretical approach was satisfactorily operationalized in a co-educational high school setting using such techniques as mental imagery, behavioral contracts, bibliotherapy, cinema therapy and relaxation training.

Mental imagery (see page 27) was used in conjunction with progressive relaxation training. During the relaxation training the client was asked to imagine a warm summer day, with the hot sun pouring down while stretched out on a sandy beach; this program was repeated for three sessions. The third session was audiotaped. The tape was given the client to use at home. The client reported success using both mental imagery and relaxation training. A shorter version of the relaxation training (instructions to be read and

followed by the trainee) was later given to the client to be used as needed (see Appendix E).

Behavioral contracts were used in several cases. In each case the client was asked to record specific events, with the intention of increasing a desired behavior or decreasing an undesired behavior. A specific case involving decreasing of undesired behavior was reported by a client to be successful. Two cases involving increasing desired behavior were reported as successful by the client while two cases were reported by the client to be unsuccessful. The success criterion was determined by the client if he/she felt that the approach was having a positive effect at the time.

Bibliotherapy was used, in conjunction with a behavioral contract, to increase desired behavior in three similar specific cases. In one case a client reported success.

Cinema therapy was used with one client. It was difficult to ascertain whether a therapeutic effect occurred, or to what degree, since the client's visits were quite sporadic and irregular. This client was eventually referred to Mr. Stack due to the time factor.

Ideally, a counselor should work towards utilizing a therapy that best fits the client and his needs and not select the client who might best fit the therapy (Hansen et al., 1977). Pointing out alternatives is critical, since it is difficult for the client who is engrossed in what

appears to him to be an overwhelming problem to see that there are other courses of action which could be examined.

At this point in time the writer's theoretical approach to counseling remains unchanged. This approach met with a degree of success at Beaconsfield High School. It is therefore felt that this approach is applicable to students of high school age. This hypothesis, nevertheless, may require further testing.

General Objective III

To further improve professional guidance and counseling skills.

A. Specific Objective. To further improve individual counseling skills.

Activity 1: Read at least two recent articles on individual counseling. Submit a critique of each article to be reviewed by the university supervisor.

The following critiques of articles on individual counseling were reviewed by the university supervisor.

1. Pulvino, Charles J. & Hossman, Curtis. "Mental Imagery in Counseling". The School Counselor, 1976, 24:1, 44-47.

The authors contend that mental imagery (the ability of an individual to create images in the mind's eye) can be used successfully in the counseling relationship. The process involves the counselor using word descriptions to create visual scenes in the mind of the counselee.

Several noteworthy points were emphasized by an illustrated case: (1) Success using mental imagery.

with students depends on the counselor establishing a sound counseling relationship. (2) Through mental pictures, students can experience themselves in new and different ways. (3) The process using mental imagery can be enjoyable to both student and counselor. (4) Investigation is needed to determine student characteristics most receptive to mental imagery in order to establish its use as a valuable counseling strategy.

The authors used no statistical evidence to support their contention of success; they did recognize the need for further study of mental imagery in counseling. However, having used mental imagery with some degree of success in individual counseling, it is supportive to note that others in the field reported success using this approach to therapy.

2. Tartagni, Donna. "Using Bibliotherapy with Adolescents". The School Counselor, 1976, 24:1, 28-34.

Bibliotherapy is a process of using books for therapeutic purposes. The process includes identification, catharsis, and insight. By identifying with characters in the literature, the reader can develop a better understanding of himself. Bibliotherapy should be used as a supplement to, not a substitute for, counselling. Only after rapport has been established and the problem explored should bibliotherapy be introduced. This approach should prove more useful

and effective with students of average and above average reading ability. Counselors should be familiar with the literature to which the student is referred. In addition, the counselor should suggest alternative selections whenever possible. After the material has been read, a follow-up session should take place in which topics discussed include reactions, agreement or disagreement with the decisions or behavior of characters in the book, and insights gained from the reading. Good judgement is required on the part of the counselor in the application of bibliotherapy.

Bibliotherapy, another means of therapeutic intervention, provides "...the opportunity to learn to know one's self better, to understand human behavior and to find interests outside the self" (Edwards, 1972, p. 213). This approach or strategy appears to have sound practical application for counselors seeking new approaches to therapy.

3. O'Brien, Charles R. & Johnson, Josephine L.
"Cinema Therapy". The School Counselor, 1976
24:1, 39-42.

Cinema therapy, being somewhat similar to bibliotherapy, can be used to assist individuals in developing greater self-awareness. This approach enables counselees to look at themselves, their feelings, their circumstances, and the world around them in new and perceptive ways. The issues in contemporary films depict a variety of social

problems --- family discord, sexual dysfunction, adjustment problems, and alternate life styles. The student has an opportunity to assess and examine his individual needs to attain certain goals through examples given by a film's characterization. The lifestyle portrayed in films enables viewers to examine their lifestyle and the lifestyle they seek. The film is also a means of identifying priority systems --- which holds more emphasis, the people, the geographical locations or material possessions? Through films the student can also examine the world of work as well as academic concerns, purposes, frustrations and tensions.

After a film has been viewed a follow-up session should take place with a directed discussion on topics in the film which are of some significance to the viewer. The counselor should explore what the viewer is saying about himself/herself when he/she feels a sense of empathy for one of the characters in the film. The film may help the individual examine his/her individual needs and help formulate goals and ways of achieving them. Personal traits and special interests may become more tangible. Discussion of feelings for a character in a film may lead to some insights regarding how the viewer sees and feels about significant individuals in his/her life. The counselor should guide the discussion, as the viewer puts forth his/her ideas or feelings on the events and characters in the film.

Cinema therapy can be of significant value to counselors, since few people have not been exposed to viewing films on television or in movie theatres.

Regular weekly television programs are a rich source of material depending on the needs, interests, and concerns of the individual involved. Television viewing is a habit that counselors can avail of as yet another strategy or approach to helping.

Activities 2-6: Student Contacts

In addition to the students who were seen for self-concept counseling (see research component, general objective VII), eighty-two individual student contacts were made. All of these contacts were student initiated. Thirty-seven students with personal-social conflicts were seen. Two of these sessions were audiotaped. Sixteen students were seen for educational counseling. Twenty-nine students were seen regarding vocational planning; the majority of these were seeking specific information. Table I gives a breakdown of individual student contacts by areas of concern, sex of student and number of sessions.

"Request-for-counseling" forms were made available to students (as per activity five, page 6). These forms were placed in the library in a display area frequented by the students. During the classroom visits by the intern all students were given pertinent information regarding these request forms. It was later felt that such a process

(obtaining, completing, and depositing request forms) may deter the reluctant client from approaching the intern. Subsequently, these request forms were placed immediately outside the intern's office to be completed only when the intern was unavailable to the student. The students then had more freedom to "drop in" to see the intern. An increase in "drop in" students was noted after the request forms were moved from the library to a location outside the intern's office.

TABLE I

Table of Student Contacts by Areas of Concern, Sex of Student, and Number of Sessions

Concern	Number of Students by sex (Total)			Number of Sessions		
	M	F		1-3	4-6	7-12
Personal/Social	11	26	37	15	16	3
Educational	9	7	16	14	4	
Vocational	8	21	29	30		
Totals	28	54	82	59	20	3

All classrooms were visited for the purpose of self-introduction. The time spent in each classroom ranged from five to fifteen minutes, depending on the number of questions asked by the students. The introduction consisted of informing students of the office location as well as giving pertinent information regarding "request-for-counseling" forms. It was pointed out to students that some people feel a guidance counselor sees only individuals with deep-seated personal problems or individuals who have committed some offense. It was emphasized that the counselor is available to discuss anything from what might appear to be a most trivial or absurd item to what might appear to be a most complicated or serious matter. It was pointed out that the counselor is available to discuss a variety of subjects with anyone, including students who desire to improve grades, develop better study habits, learn to relax, get along better with others, to mention just a few (Shertzer & Stone, 1976). Lastly, it was discussed that the counselor is available to assist students in seeking information on a variety of subjects, including academic, vocational, and personal concerns. The responses from students varied. Students in the higher academic groups tended to respond more than students in the lower academic groups. Students in the higher academic groups were more verbal; they asked more questions and generally spoke up more than did the students in the lower academic

groups. As well, students tended to respond much less, or not at all, when a teacher was within sight and/or hearing range.

The following are examples of questions asked by students:

When could we see the guidance counselor?

Could more than one person at the same time see the counselor?

Could a student see the counselor if seeking career information?

Could a student see the counselor if undecided as to a career choice?

Could a student see the counselor if he/she has no idea what to do upon leaving high school?

Could a student see the counselor to discuss difficulties in dealing with a teacher?

Questions of a more personal nature, however, were asked individually and in small groups outside the classroom.

From readings and observations, both prior to and during the internship period, the intern gained exposure to a variety of counseling interviews. Throughout the internship period the supervisors gave feedback on audio-tapes and observations of counseling skills via verbal interviews and written reports. Weekly meetings were held with the university supervisor for the purpose of evaluation and constructive criticism. Daily meetings were held with the field supervisor for the same purpose. Individual cases were discussed and tapes reviewed using

the suggested evaluation scale. Both the university supervisor and the intern together identified areas that needed further attention, such as drawing the client out more, structuring the interview and not confronting or interpreting too early in the interview. As a result of these evaluation sessions with the supervisors the intern gained insight into her particular counseling skills and subsequently worked at refining them further.

In addition, a mid-term report was compiled by the field supervisor and the university supervisor (Appendix H). These reports gave an up-to-date account of the achievements, progress and future undertakings of the intern.

B. Specific Objective. To acquire co-counseling skills.

Activity 1: Read at least one recent article on co-counseling. Submit a critique to be reviewed by the university supervisor.

The following article on co-counseling was reviewed by the university supervisor.

Personnel Services Review, Series 1. "Innovations in the Training and Supervision of Counselors. Co-counseling." Miller, Juliet V. ERIC Clearinghouse on Counseling and Personnel Services. Ann Arbor, Michigan, March, 1970, 9 pp.

J.V. Miller discussed three models of practice of co-counseling for use in the training of counselors.

The "trainee-supervisor team" is one model. This model includes the counselor trainee, the supervisor and the client. The real process of co-counseling must include

a triangular interaction among all three interview participants, while at the same time the supervisor acts as observer. This particular model makes possible many types of supervisor intervention. The supervisor may see a need to make suggestions or interpretations, and the counselor may feel the need to solicit the support of the supervisor.

A second model of co-counseling reported by Miller was team trainees. In this model, group skills were emphasized. Initially, all trainees participated in a sensitivity group, followed by a group counseling practicum which employed co-counseling. Two different-sexed counselor trainees worked together in group counseling activities.

A third model of co-counseling suggested that two counselor trainees work together on a case involving an individual client. One counselor trainee plays an active role while the other serves as a recorder, supporter, and reflector of feelings. The counseling team approach was found to be significantly more satisfying on a measure of client, counselor and supervisor satisfaction. The writer concurs with Miller that co-counseling increases the security of the counselor trainee, thereby increasing overall satisfaction with the counseling interview.

The implementation of co-counseling should be given careful consideration and preparation. First of all, a

decision should be made regarding which model of co-counseling will be utilized, i.e., the supervision model, where a supervisor and a trainee are paired or the peer learning model where two trainees are paired. The second step is to specify how the pair will operate in the actual counseling interview, i.e., both actively participate, one participate and the other act as participant observer, or one participate while the other intervenes to facilitate the counseling process. Thirdly, the criteria for selection of counseling teams must be determined. Selection criteria may involve self, peers, and/or supervisor; consideration must be given to the compatibility of the teams. Having opposite sex partners should be considered, so as to provide models for the client or clients. Fourth, pre-experiences such as sensitivity or practicum group training should be planned to allow the teams the opportunity to learn to work together effectively. A final consideration is to develop methods of evaluating the effectiveness of the co-counseling experience. This writer feels that a co-counseling experience using any one or all of these methods mentioned would be a most beneficial and integral part of any counselor-trainee program.

Activity 2: Co-counsel at least three individual sessions.

Three individual co-counseling sessions were carried out, as proposed. J.V. Miller's third model was utilized.

This model includes two counselors and the client. Mr. Stack took on the more active role, while the intern served as a recorder, supporter and reflector of feelings. The first individual co-counseling session involved a student seeking information of a personal nature. A second case involved a practicum counselor-trainee seeking pertinent interpretation on a client's assessment. A third co-counseling session involved a student with a personal problem. This student had been working with Mr. Stack on a particular problem for some time. The student displayed much resistance to discussing the problem and presented an obvious facade. It was felt that the facade was due to the presence of a third party.

After participating in these co-counseling sessions it was realized that perhaps a high school setting is not as conducive to co-counseling as other settings. It may have been more beneficial to have carried out these three co-counseling sessions with the same client for each session. Co-counseling requires much trust on the part of the client, since he is exposing himself to two people rather than one. This situation increases his chances of being rejected and creates a threatening situation. For this reason it was felt that co-counseling, in order to be effective for this age group, would need to be carried on for an extended period of time with each client. It would also be necessary for

the two counselors to demonstrate that they are compatible by having successfully worked together in a variety of activities.

Activity 3: Co-counsel at least three group sessions.

It was specified that three group co-counseling sessions would be carried out. However, this particular activity was not met due to the time allotment of group activities in this particular setting, i.e., during the internship period few group sessions conducive to co-counseling were held.

If any co-counseling is being carried on in the high school setting very little is being reported. A review of the literature shows a paucity of research in the area of co-counseling with high school students. In fact, not one citation turned up after a computer search was conducted on co-counseling high school students. Since activity three, dealing specifically with group co-counseling in the high school, could not be met as stated, the following article is presented on co-counseling utilizing the group approach.

Doverspike, James E., "Guico: A synthesized group approach," Personnel and Guidance Journal, 50:3, November, 1971, 182-187.

The Guico (guidance and counseling) approach synthesizes various elements of group guidance and group counseling in order to achieve developmental, social and remedial problem-solving goals in group settings. Two

counselors, one male and one female, served as co-counselors who shared responsibility for group leadership. These counselors provided adult identification models for both sexes. Doverspike utilized the Guico approach in the counseling practicum at the University of Akron, Akron, Ohio.

"The Guico approach consists of seven major features:

co-counselors, one male and one female

medium-sized group with heterogeneous composition (approx. 16)

developmental, social and remedial problem-solving goals

considerable structure and regular assignments

hierarchical ordering of group events

strong emphasis on role-playing

continuous education to chart growth."

(Doverspike, 1971, p. 182)

The counseling styles of the co-counselors should be complementary. If one counselor's style emphasizes a more directive, rational approach, then the other should be more non-directive and affective.

Using Doverspike's model, Guico appears to have sound applicability to the counseling practicum as compared with more traditional group approaches. As a training model Guico could be beneficial to the counselor-in-training in that it presents one with the opportunity to examine the counseling style of one's colleague and one's

self and the opportunity to give and receive constructive criticism.

- C. Specific Objective. To initiate specific guidance groups such as values clarification, vocational exploration and relaxation training.

Guidance groups were initiated in the areas of values clarification, vocational exploration and relaxation training. The groups were not formed as originally stated, i.e., one half of a regular class to be taken by Mr. Stack, the school counselor, the other half of the class to be taken by the intern to form two groups. The intention was to divide three classes this way. It was hoped that attendance in the groups could be voluntary. However, it was discovered that small groups were already in existence, namely the Home Economics class and the Industrial Arts class. Each class consisted of ten to fifteen students, the former being comprised of all females, the latter all males. It appeared that the Home Economics classes would be the better choice since the group guidance programs included some material similar to the unit on Family Living in the Home Economics Curriculum, namely exploring values. An outline of each program is included in Appendices B, C, and D.

Attendance at these group programs was not voluntary, as was anticipated. Students in each group were not

given the option to attend, due to lack of alternative supervision. Students were assigned to a specific group and were required to meet at a specific time and place. However, participation in the program activities was voluntary. Those who did not wish to become involved were asked to occupy one side of the classroom and involve themselves in their choice of quiet leisure reading or school work. This option lowered the number of participants to a more workable group size (an average of ten students per program). In addition, this option provided the students the opportunity to decide whether or not to participate, after the introductory presentation. In each program an average of four students chose not to participate. Subsequently, two groups, participants and non-participants, were formed for each program. Both groups operated independently. The non-participants were disruptive to those interested in the program by their constant chattering and immature behavior. Subsequently, they required some attention and time. This resulted in insufficient time being given to the participants, as well as a disruption of the participants' activities. This pattern existed for all three groups. Consequently, after the third session, it was decided to discontinue these group programs.

Initially it was felt the group programs were faltering due to the involuntary nature by which the groups came about. In retrospect, it seems that there

were a number of variables directly related to the "rise and fall" of these group programs. 1) No doubt the involuntary nature which initially brought the members and intern together is certainly a contributing factor. While the intern did attempt to make participation voluntary one could not say that these students voluntarily requested to be a member in these group programs. The participants who chose to join the group programs may have been doing what they felt was expected of them. 2) While specific goals were set down for each group program, individualized goal-setting was not emphasized by the intern.

The mere fact that ten or twenty persons in a counseling group might share the need for increased self-actualization does not mean that each of the group members desires the same behavioral change in attitudes, skills and understandings. (Ryan, 1973, p. 58).

One cannot expect that one set of goals would apply to all individuals in a group. (Krumboltz, 1966). 3) This was the students' first introduction to group counseling, as opposed to group guidance. The intern was the only member of the counseling groups who had an operational frame of reference. 4) Another factor possibly contributing to the termination of the group programs was the fact that other individuals were in the room who had chosen the option not to participate and yet were disruptive to the participants. 5) Inadequate supervision

of the non-participants played a major role. If the non-participants could have gone elsewhere, or been adequately supervised by the teacher, such disruption would not have occurred.

Subsequent to this experience the writer feels, more strongly, in favor of volunteer membership in similar group programs. Furthermore, a group of approximately ten members is more conducive to involvement and interaction for each member than a group of fifteen or more. "Six has been recommended by many as the optimum number, while others generally recommend a range of from four to eight members" (Shertzer & Stone, 1976, p. 191).

- D. Specific Objective. To consult with parents, teachers, principal and supervisors.

An appropriate opportunity for conducting parent consultations did not arise during the internship period; consequently, no parent consultations were held. Additional teacher consultations were held instead (five). One consultation, which was audiotaped and reviewed by the university supervisor, involved an interpretation for a teacher of the results obtained by a student on the Wechsler Adult Intelligence Scale. A second consultation involved a similar interpretation for another teacher. A third consultation, which was observed by the field supervisor, involved a teacher's concern regarding a

certain student. The teacher was concerned about the negative feelings he experienced when in contact with a particular student. Some suggestions were made in regard to dealing with this student in a more positive manner in the classroom. In a follow-up session (the fourth teacher consultation) the teacher reported that the negative feelings he experienced for this student were slowly diminishing. The student in question was one of a number of students who were given periodic classroom chores. As a result, the student was more amicable from the teacher's viewpoint. The fifth consultation dealt with a student's request for the intern to approach his teacher on a certain matter. This particular student was experiencing some difficulty in math: he was too shy to speak up in class or even to approach the teacher after class. It was agreed that the intern would consult with his teacher on this matter. The teacher, who was unaware of the student's difficulty to approach him, volunteered to offer additional explanation in class as well as offer this student individual help if necessary.

Informal follow-up discussions were held with the teachers regarding student behavior, resulting in both the teacher and the intern suggesting recommendations as to what specifically could be done in the classroom for certain people. From feedback obtained, it was felt that all five consultations were dealt with to the

satisfaction of those involved.

Consultation should be given a high priority on the counselor's list of responsibilities (Tolbert, 1978). The consultant role allows counselors to use their skills more effectively by reaching as many people as possible (McGehearty, 1968). The role of consultant to teachers is one way of helping a greater percentage of students (Lauver, 1974).

The following articles on teacher consultations and parent consultations are presented, in compliance with activity three, page 8.

Lauver, Philip J. "Consulting with Teachers: A Systematic Approach." Personnel and Guidance Journal, April 1974, 52, 535-540.

Lauver suggested a set of procedures and described how they can be applied to initiate an effective teacher-counselor relationship. In order to develop a positive colleague relationship the counselor must be alert to potential consulting opportunities. Consulting can even take place in the form of casual conversation between the counselor and a teacher in the staff room. The teacher may complain of a problem with students in the classroom. In the course of the conversation the counselor could indirectly make a suggestion, i.e., the counselor may say, "Have you ever tried ...?" Weeks later, the outcome is known to the counselor, again during casual conversation in the staff room.

Even in such an informal encounter Lauver proposed the following systematic consulting steps be followed in responding to the teacher: (1) identify the problem, (2) identify the outcome in operational terms, (3) observe the situation for relevant information, (4) identify encouragers and discouragers, (5) devise a plan, (6) try out the plan and (7) observe the results. Lauver pointed out that the use of these systematic procedures should aid the counselor in developing the consulting relationship. Lauver's seven step systematic approach was illustrated through two cases.

If the counselor truly wishes to serve more students through a colleague relationship with the teacher, Lauver's approach could prove highly beneficial. Such a relationship would also enable both the counselor and the teacher to share in a better knowledge of each other's competencies and concerns. To establish an effective counselor-teacher relationship the counselor must have the ability to develop trust, be sensitive to the teacher's feelings, and be flexible (Tolbert, 1978). Ideally, all teachers should be able to respond to school psychological consultations as did the following,

Although my feelings were mixed and varied, they were all vital to my growth as a teacher. They made me more sensitive and aware of my role. They gave me direction and, perhaps most important of all, the conviction that I was a good teacher. (Williams, 1967, p. 90)

From a literature review reported by Warner (1974) it was noted that while consulting with parents has received much emphasis at the elementary level, there is enough evidence to warrant its use at the junior and senior high levels as well. More and more parents today are seeking better ways of relating effectively with their children. Educators generally are accepting the fact that parents exert significant influence on the social, emotional, and intellectual growth of the student (Dinkmeyer, 1973b).

Dinkmeyer, Don C. "The Parent "C" Group." Personnel and Guidance Journal, 1973, 52:4, 252-256.

Dinkmeyer discusses a concept of working with parent groups that enables group members to acquire knowledge and evaluate beliefs and attitudes. This model, called the "C" group, has also been applied with teacher groups by Dinkmeyer. Particularly important in working with parent groups are such therapeutic forces as acceptance, feedback, universalization, altruism and spectator therapy. The latter gives an added dimension to the group situation over individual counseling. The "C" group has been so titled because the specific components that make it effective begin with a C. These factors are collaboration, consultation, clarification, confrontation, concern, confidentiality and commitment.

The group should have from five to eight members to facilitate involvement of all members at each meeting.

Dinkmeyer suggests a brief individual interview initially with each parent to clarify the structure and purpose of the group; specific concerns are also elicited, as well as a willingness to share and to be of assistance to one another. A commitment is expected of the members to meet for a minimum of six to eight weeks for approximately one and a half hours each week.

The counselor who is interested in reaching more students can do so through consulting with parents in groups as well as consulting with teachers. To affect more students, Dinkmeyer's "C" group is an excellent vehicle for the counselor who is well versed in group process, communication competencies and the consulting process. The "C" group could make counseling more visible, accessible and relevant (Dinkmeyer, 1973b). Counselor education programs that emphasize consulting with parents and teachers and that offer training models stressing consulting competencies would be providing counselor trainees with a skill that can be used to reach far more students than the traditional one-to-one approaches allow.

Four principal consultations were held. (See activity four, page 8.) One principal consultation was observed by the university supervisor. These consultations were self-initiated for the purpose of informing the principal of on-going as well as intended activities.

In addition, reaction to present and proposed activities was sought. Reaction obtained was supportive. One example of differing viewpoints discussed was the role of the counselor and discipline. The principal held the belief that the counselor, being a member of the teaching staff, should be equally involved in school functions and school supervision duties. Seeing and being involved with the counselor in this role should foster acceptance of the counselor by the teaching staff. The intern, on the other hand, held the belief that the counselor should not be put in the position of disciplinarian. For this reason the counselor should not be expected to monitor students during the lunch break. Certain students are known to be overly excitable, causing annoyance to others and inexcusable accidents, especially during inclement weather when the students cannot go outside after eating. In some cases, immediate disciplinary action is necessary, leaving the counselor as an authority figure in the eyes of the students, which threatens his nonjudgmental role as a counselor.

Two weekly field-supervisor consultations were held on a fixed schedule. (See activity five, page 8.) However, additional field-supervisor consultations were held frequently and were an excellent source of immediate feedback. The nature of the field-supervisor consultations included discussing specific cases, feedback,

reaction seeking, sharing of specific ideas and on-going activities, discussing possible activities and scheduling. The field-supervisor was readily available to the intern and was a constant source of professional reinforcement.

University-supervisor consultations were held, generally two per week. (See activity six, page 8.) The nature of these consultations included discussing specific cases, reviewing tapes, offering feedback, constructive criticism and suggestions. Differing viewpoints were also discussed constructively. The intern was given an enlightening perspective on specific cases as a result of the university-supervisor consultations and was able to try various approaches and techniques for specific situations.

Consequently, this involvement in consultation enabled the intern to realize the diverse role of the counselor in this sphere. The counselor's consulting role was seen as a diversified role in that it includes working with teachers, administrators, parents and educational specialists (Shertzer and Stone, 1976). Consultation is often required with other professionals in the community as well. In consulting with teachers the counselor can interpret children's behavior in terms of the teacher's background and understanding, interpret test results, collect and use career information, secure sociometric measures and assist in interpreting children to their parents (Shertzer and Stone, 1976). In consulting with

parents the counselor can

- 1) interpret test results;
- 2) discuss pupil planning and placement;
- 3) interpret a child's behavior in school;
- 4) discuss college selections, applications, and finances;
- 5) discuss a child's achievement and development; and
- 6) facilitate referral to other individuals or agencies.

(Shertzer and Stone, 1976, p. 371)

Dinkmeyer (1973b) suggested that counselors employ the group method of consultation with parents to present knowledge about human behavior. Consultation with parents in groups "...may focus on parent education, child-study groups, and family-parent-teacher education centers" (Van Hoose, et al., 1973, p. 67).

Many of the consultant activities already mentioned apply as well to administrators. Consultation with administrators is crucial, since they are frequently isolated from the students by virtue of their responsibilities. Consultation is a major function of counselors; it is a complex and multidimensional role (Shertzer and Stone, 1976). The effective school counselor should work at developing techniques for establishing a satisfactory relationship with teachers, parents, administrators and community resource agencies.

Both the field supervisor and the university supervisor utilized the evaluation scale on page 9 in their evaluation of tapes and observations of the consultation process.

General Objective IV

To acquire organizational skills in relation to guidance functions.

- A. Specific Objective. To properly organize the daily schedule in relation to counseling services.

A daily log of activities was kept and used as an aid to compile this report. A daily log was found to be most useful, not only for the compilation of this report but also as a constant reference and reminder of activities and appointments, both past and future. In planning the guidance program at the beginning of the school year the counselor must make decisions concerning student competencies to be achieved and choose appropriate guidance activities and resources to be incorporated into the guidance program (Gysbers, 1981). Next, timetables with activity schedules should be established for the entire year. Gysbers suggested that a guidance curriculum timetable be drawn up for each grade, noting the activity schedules for each of the major components of the program and showing when an activity would begin and when it would end. Table II presents the intern's activity schedules (in retrospect) using a variation of Gysbers' model (i.e., one table for grades 9-11 rather than a table for each grade and listing all activities rather than listing major activities only).

TABLE II
Guidance Curriculum Timetable by Grade

Activities	Nov.	Dec.	Jan.	Feb.	Mar.	Grade
Classroom Visits	8*	12				9-11
Individual Counseling						9-11
observation	24		27			
self-involvement	4		11			
Group Counseling						11
observation	-					
self-involvement	18		20			
Co-counseling						10
observation	17	9				
self-involvement	25	29				
Consultation						9-11
observation	4	4				
self-involvement	15				12	
Research	30				4	9
Community Resources contacted	4			12		
Assessment						9-11
observation	-					
self-involvement		1		17		
Readings	11					

*Numbers refer to the time of the month in which the activity was initiated and completed. Activity one, classroom visits, began November 8 and ended December 12.

Table II presents the intern's activities throughout the internship. Overlapping is noted between when the observations ended and self-involvement began. This was acceptable at the time. In retrospect, however, the intern would have had a more sequential program had she completed all observations and related readings, followed by discussion of style and techniques (both those observed and her own style and techniques developed up to that time period) before involving herself in the activities listed.

Drawing up this timetable gave the intern ample insight regarding the importance of pre-planning the guidance curriculum. The guidance curriculum timetable should be established, based on the counselor's interests and expertise, and on the assessed needs of that school and its administrators (Gysbers, 1981).

- B. Specific Objective. To maintain a personal confidential file.

A personal confidential file was maintained in which a coding system was utilized to protect the anonymity of individuals. The file contained a record of all students seen, plus all consultations held. This information has also proven to be most beneficial when a specific reference was required. As well, the progress of each case was easily followed. Upon completion of this report all such information will be destroyed.

The intern's format for the confidential file consisted of a written summary recorded after the interview. Klas (1971) discussed two schools of thought on the technique of notetaking. One school of thought recommends that the counselor should take notes during the interview, as long as this does not inhibit the client. Another school of thought recommends that the counselor take no notes during the interview, but write a detailed summary after the interview. Notes that are easy to keep yet comprehensive, should be made of each counseling session (Tolbert, 1972). Tolbert suggested that the recording system be flexible; it should include only what he considers to be the most important data: (1) what happened in the conference, (2) counselor predictions and (3) client progress and plans. Figure I presents Tolbert's five-step interview record form.

FIGURE I

Counseling Record Form	
Name:	_____
Session No. _____	Date: _____
1. Interview notes	
2. Summary (Significant content, feeling and trends)	
3. Before the next session	
Counselor _____	Counselee _____
4. Tentative suggestions for the next session	
5. Predictions	

(Tolbert, 1972, p. 331)

(1) Interview notes could be in the form of abbreviated comments of what went on in the interview. (2) Summary (Significant content, feeling and trends). Here the counselor writes a brief summary of the interview. (3) Before the next session. Here are listed any activities to be undertaken by the counselor and client before the next session. (4) Tentative suggestions for action may be made. (5) Predictions should be used with caution because "writing a 'prediction' could promote premature crystallization of attitudes about the counselee and limit ability to recognize and accept new data" (Tolbert, 1972, p. 332). Tolbert suggested "this is a valuable way for the counselor to test his understanding of the client and his sensitivity to subtle aspects of the individual" (p. 332). The confidential nature of this type of record keeping, notes Tolbert, should be part of the counselor's personal, confidential file.

A brief review of the literature indicated that little attention is given to record keeping of the counseling interview. Tolbert's Counseling Record Form has merit for the counselor who is intent on having a well organized system of recording each individual interview. Such a system of record keeping would be most beneficial for the new counselor who has just received his first job placement and the counselor-intern who is interested in establishing an organized

confidential file of the counseling interview. Perhaps the counselor-training program should devote more time to devising and utilizing variations of Tolbert's Counseling Record Form. Thorough and consistent record keeping could lead to greater professionalism and more thorough counseling interviews for the counselor who is interested in evaluating his counseling techniques and process.

- C. Specific Objective. To organize and carry out group guidance programs. For further elaboration refer to specific objective C, page 41.

General Objective V

To acquire further experience in student appraisal at the high school level.

Specific Objective. To administer, score and interpret tests and inventories at the high school level.

The following student appraisal was carried out during the internship period: (1) Assisting in the administration and scoring of two hundred and seventy-seven Raven's Progressive Matrices⁸ at the junior high level; (2) Administration and interpretation of one hundred and forty-nine Tennessee Self-Concept Scales (TSCS) at Beaconsfield High School; (3) Administration,

scoring and interpretation of three Wechsler Intelligence Scales for Children - Revised (WISC-R). These were reviewed by the university supervisor and the field supervisor; (4) Two Wechsler Adult Intelligence Scales (WAIS) were administered, scored and interpreted.

One WAIS administration and interpretation was observed by the university supervisor and feedback was provided; (5) Two group SRA Placement Tests were administered to incoming grade nine students at Beaconsfield High School. These administrations were also observed by both the field supervisor and the university supervisor; (6) A Safran Student's Interest Inventory was administered and interpreted to twenty-one students. One individual administration and interpretation was observed by the university supervisor; (7) Furthermore, a group administration and interpretation of the Safran was also carried out with a group of thirty-one students. The group administration and interpretation was observed by both the field supervisor and the university supervisor.

Student appraisal is carried out to gather information that will aid the counselor, teacher, administrator and parent in understanding and helping the student (Shertzer and Stone, 1976). Student appraisal is also conducted to aid the students in understanding themselves and to help

them make meaningful decisions (Shertzer and Stone, 1976). Appraisal conducted by the intern was executed for a specific purpose. (1) The intern assisted Mr. David Adams, a fellow counselor, in the overall administration of the Raven and later in the scoring of thirty of these tests. (2) The intern administered and interpreted one hundred and forty-nine TSCS's (see objective VII). (3) Three WISC-R's and two WAIS's were administered, scored and interpreted by the intern at Beaconsfield High School in partial fulfillment of general objective V and at the request of the field supervisor. (4) Sixty-two group SRA Placement Tests were administered by the intern at the request of the field supervisor. (5) The Safran was introduced to twenty-one individuals in the individual counseling setting; for six students it was presented as an introduction to vocational counseling. Fifteen individual Safran administrations served as a "resistance alleviator" in the treatment program of the research component. (6) A group administration of the Safran was conducted by the intern as an introduction to vocational planning (thirty-one tests).

Immediate feedback was given by both supervisors on all observations. The university supervisor gave feedback in the form of informative constructive criticism. The intern had a tendency to talk too much when she should draw out her client via open-ended leads

and silence and keep her responses shorter to allow the client's responses to lengthen. The intern used good reflection of non-verbal cues; she was advised to focus more on such cues to draw out feelings of the client. The intern found such feedback to be most beneficial in continuing to further improve her counseling skills.

The school counselor conducted assessments throughout the year, the nature of which was dependent upon the needs of the students and the school. Such assessments included the SRA Placement Tests (for incoming grade nine students), the WISC-R, the WAIS, and the Wide Range Achievement Test (WRAT). In addition, a group administration of the Safran was conducted in each classroom. These inventories were kept on file as a preliminary to vocational counseling.

Assessment conducted by the intern aided her in acquiring further experience in student appraisal at the high school level. Such involvement in student appraisal gave the intern first-hand experience in administering and interpreting various tests and inventories at the high school level. The experience of utilizing tests and inventories enabled the intern to realize (1) the scope of knowledge the school counselor must possess, (2) the myriad of information he must keep on file and (3) the information he must have access to through community resources.

General Objective VI

To acquire experience in utilizing community resources which are of functional value to the school.

Specific Objective. To obtain information relating to appropriate community resources used by the school.

Activities 1-7: Community resources

The primary community resources utilized by the school include a public health nurse, medical doctors, psychiatrists, Canada Manpower, Memorial University of Newfoundland, the College of Trades and Technology, the District Vocational School (Seal Cove), and the College of Fisheries.

Other community resources available include the Child Welfare Office, School Health Services, lawyers, the Educational Psychology Department, Memorial University of Newfoundland, and the Counseling Center, Memorial University of Newfoundland. Other potential resources are listed in the Community Services Council Directory (1981). This directory lists social agencies, voluntary associations and community services, as well as giving pertinent information concerning a particular agency. Addresses and phone numbers are also listed for each agency or organization.

When the counselor felt that a referral to a psychiatrist was required he first contacted the parents. If the parents agreed, a medical doctor was then contacted,

who made the referral to a psychiatrist. The referral process from medical doctor (general practitioner) to psychiatrist was generally carried out by phone. Some doctors required the patient or client to come to his/her office before referral was made.

The public health nurse made weekly visits to the school to check hearing and vision and follow up on referrals from school personnel. A record was maintained on each student. Periodic checks were then made on students during these weekly visits.

Representatives from Memorial University of Newfoundland, the College of Trades and Technology, and Canada Manpower, visited the school during the second term to inform the grade eleven students of the courses offered, requirements, and extra curricular activities, as well to give a general overview of the institution or program.

Referral sources actually contacted included the public health nurse, who worked directly with the school, and an individual from the Child Welfare Office who does not work directly with the school. Two referrals were made to the school nurse with periodic follow up. The Child Welfare Office was contacted for specific information.

Other resources contacted who work directly with the school included representatives from Memorial University

of Newfoundland, Canada Manpower, and the College of Trades and Technology.

Resources contacted who do not work directly with the school are included in Appendix G.

The procedure used to obtain services from community resources was discussed with the school counselor and other staff members. The intern met at least once with all of the resource personnel who work directly with the school. Assistance was solicited of the school nurse; two students were referred and a follow-up conducted on these referrals. The school nurse was consulted to ascertain whether she had tested a certain student's hearing. The intern queried a possible hearing deficit for this student. As a result of the intern's WISC-R assessment of this student, hearing was one of the factors under investigation. After her assessment, the nurse determined that this student had adequate hearing and vision. Further consultation and investigation was conducted with the school counselor and teachers regarding this student. The second referral to the school nurse was a student who had developed an irritating epidermal condition. This was noted by the intern during individual counseling. The school nurse was then consulted. After periodic sessions with the school nurse it was determined that counseling in proper diet and hygiene would be beneficial to this student.

Before a counselor can make a referral he/she must have sufficient knowledge of community resources. The counselor should know all the community resources that provide assistance to youth (Adams, 1968, Peters and Shertzer, 1969). Society expects counselors to recognize serious problems and make appropriate referrals (Adams, 1968). Peters and Shertzer listed a number of organizations a counselor should be familiar with under each of the following agencies: medical services, mental health agencies, social agencies, service clubs and fraternal organizations, religious groups, governmental agencies, children and youth organizations as well as universities and colleges. The Community Services Council Directory (1981) lists all of the community resource agencies for the St. John's area. Counselors in St. John's and surrounding areas should be in possession of this directory as a reference to referral agents.

General Objective VII

To carry out research related specifically to the effect of counselor-initiated counseling on self-concept of students identified as having low self-concept.

Introduction

"Empirical and experimental data clearly indicate a direct relationship between the child's self-concept and his manifest behaviour, perceptions, and academic performance" (LaBenne & Greene, 1969, p. 24). LaBenne & Greene cited

several studies to support their statement, such as those of Lecky (1945), Walsh (1956), Benjamin (1950), Reeder and Buckley (1955), and Scanlan (1956).

Coombs (1964) added support by stating that "a major determinant of how well one will be able to function is his feeling of capability of functioning" (p. 47). Other studies which demonstrate a positive relationship between achievement and attitude toward self included those conducted by Jones (1970), Coish (1973), Alvord & Glass (1974), and Singh (1972). Singh pointed out that a positive self-concept is seen as a necessary but not a sufficient condition for academic achievement; obviously, factors such as ability would also be involved in achievement.

Purpose of the Study

With the previous studies in mind, this study was initiated to: (1) meet a request of the administration at Beaconsfield High School for a program to improve the self-concept of certain grade nine students, particularly in the academic areas; and, (2) test out the effectiveness of individual counselor-initiated counseling in improving the self-concept of selected, low self-concept grade nine students. The investigator hypothesized that counselor-initiated counseling would be a useful method in helping the involuntary, nonreferred adolescent client. The investigator attempted to enhance the self-concept of students identified as having a low self-concept (as

indicated by scores obtained on the Tennessee Self-Concept Scale) via a program of counselor-initiated counseling.

Definitions

1. Self-Concept: Wylie (1974) stated "self-concept theorists believe that one cannot understand and predict human behavior without knowledge of the subject's conscious perceptions of his environment and of his self as he sees it in relation to the achievement" (p. 8). Rogers (1951) stated that as an individual moves towards a more positive view of self he becomes more congruent with himself and his phenomenal world. Rogers (1951) viewed the self-concept as:

an organized configuration of perceptions of the self which are admissible to awareness. It is composed of such elements as the perceptions of one's characteristics and abilities, the percepts and concepts of the self in relation to others and to the environment; the value qualities which are perceived as associated with experiences and objects; and goals and ideals which are perceived as having positive or negative valence. (p. 136)

For the purpose of the study, self-concept was defined as the individual's qualitative perception of the self and of the situation in which the individual is involved, his relations to significant others and to his environment and more specifically, how the individual sees or feels about himself on a series of selected variables.

2. Counselor-Initiated Counseling: For the purpose of the study, counselor-initiated counseling was defined as the counseling of students who are determined by the counselor

(as indicated on the scores obtained on the TSCS) to be in need of counseling, but who are not referred by self or others.

3. Low Self-Concept: For the purpose of the study, low self-concept was defined as those students whose total positive scores on the TSCS were among the fifty lowest scores.

Basic Assumptions

The basic assumptions involved in the study were as follows:

1. Students would respond honestly to the TSCS.
2. Some of the students, by their responses to the TSCS, would indicate a low self-concept.
3. A select group of those students who demonstrated low self-concept on the TSCS would agree to a series of counseling interviews.
4. Counselor-initiated counseling would be an effective method to counsel high school students with a low self-concept.

Limitations of the Study

1. The study was confined to 149 grade nine students at Beaconsfield High School. Thus, the results are not widely generalizable.
2. The subjects may have become aware of negative aspects of self due to exposure to the TSCS and consciously worked on improving or not improving these aspects (halo effect); in addition, the Safran administration (used as a resistance reducer) may have also served as a part of the treatment for some students.

3. The counseling was conducted by one counselor only, the counselor-intern.

A Review of Related Literature

A review of the related literature showed a paucity of studies which examined the effectiveness of counselor-initiated individual counseling on the self-concept of students identified as having a low self-concept. However, there was a great debate over the issue of voluntary versus involuntary or mandatory counseling. Smith (1971), for example, found no difference between treatment or non-treatment on the self-concepts of male college students, when counseling was voluntary. Pine and Boy (1968), in discussing the issue of a voluntary versus mandatory counseling service for high school students, found evidence to support the idea that a counseling program which is based on the expressed needs of students should utilize a voluntary counseling program; they pointed out that counselors must face the fact that a number of people can function and work out their problems without counselor intervention and, more importantly, many people may prefer to function effectively or ineffectively without counseling. Wedeen (1974) found similar evidence for freshmen college students. Murphy (1968), however, disagreed with Pine and Boy and Weeden; Murphy stated that some students felt they would profit more from a required counseling program while other students thought a voluntary system would work better. Vriend and Dyer (1973) stated

that the counselor has a mandate to help both the referred and non-referred client. Tseng and Thompson (1968) found no significant differences between adolescents who seek and those who do not seek counseling; Brough (1968) found similar results, but also investigated student preference toward voluntary or required programs of counseling. He found that all ninth grade students and all incoming seventh graders generally preferred the voluntary approach. Therefore, the review of the literature showed little consensus in the area of the comparative effectiveness of counselor and self-initiated counseling.

Some studies into the area of self-concept enhancement reported that enhancement of self-concept could occur following even short-term treatment. Durrett (1972) found that all three groups investigated in a teacher trainee program scored higher on the self-scale, the Bown Self Report Inventory (SRI), upon completion of a seven week enhancement program. Teichman (1973) investigated the effects of short-term (four to five weeks) psychiatric treatment on perceptions of patients toward themselves and toward their spouses. The treatment was oriented toward here and now problems and was supportive in nature. The results suggested an improvement of self-concept. Percell (1974) found that after eight sessions subjects in an assertive training group showed significant improvement in self-concept. Avnet, as reported by Wolberg (1967), showed a seventy-six percent improvement in "insight therapy" after six to fifteen psychotherapeutic sessions.

Follow-up studies by Avnet showed that eighty-one percent of the patients improved. According to Patton (1974) both transactional analysis group counseling and client-centered individual counseling appeared to foster self-concept change, in that thirteen of the twenty-nine variables on the TSCS changed significantly in a positive direction.

Methodology

1. Sampling Procedure: For the purpose of the study, the universe was all grade nine students at Beaconsfield High School. The TSCS was administered to this universe as an initial screening device to determine the population to be studied, namely, those students whose scores indicated a low self-concept. For the purpose of the study, those students whose scores were within the fifty lowest scores were assigned to the population group.

The sample consisted of a treatment group of fifteen and a control group of fifteen randomly selected from the previously defined population. The randomization process was achieved by listing and assigning each member of the population a number, then using a table of random numbers to select both the experimental and the control groups.

2. Instrumentation: For the purpose of the study, the Tennessee Self-Concept Scale (TSCS) was utilized. Wylie (1974) and Fitts (1972) reported the TSCS to be one of the more frequently used self-concept instruments. The TSCS consists of one-hundred self-descriptive statements of which

ninety assess the self-concept. Each statement is marked on a five-point scale from "completely true" to "completely false". The TSCS is suitable for age twelve and over, with at least sixth grade reading level. Hand or machine scoring is available. Both individual and group administration is possible.

Eight subscores are derived from the scale, involving specific aspects of the self: Identity; Self-Satisfaction; Behaviour; Physical Self; Moral-Ethical Self; Personal Self; Family Self; and Social Self. In addition, the following major scores can be derived: (1) Total Positive Score, reflecting the amount of consistency from one area of self-perception to another; and (2) Distribution Score, a measure of extremity response style.

Fitts (1972) reported reliability estimates ranging from .60 to .92, based on test-retest, with sixty college students over a two-week period. However, Bolton (1976) found no evidence to support the factorial validity of the TSCS. Consequently, for the purpose of this study only the subject's Total Positive Score was investigated.

3. Procedure: Each class of grade nine students was administered the TSCS by the investigator as a pretest measure. All students were asked to assist the investigator in her research on how adolescents perceive themselves in relation to their environment. Although students were given the option not to participate there was total participation. Upon completion of the pretest, the students were informed

that the investigator would, at a later date, randomly select a small number of students to discuss their views on this particular exercise. Students were assured that all discussions would be held in confidence. The students were given the option not to participate in such a discussion. The investigator pointed out that appointments would be set up for any student who wished to meet with the investigator. After the treatment program, the TSCS was again administered to both the control and experimental groups as a post-test measure.

After computer scoring of the pretest measure, the screening for low self-concept was carried out. Experimental and control groups were determined by random selection as previously outlined. Further contact between the investigator and the control subjects was avoided. The investigator arranged appointments with the individual students in the experimental group. These sessions were held in the counselor's office. No student refused or disagreed to a meeting in the counselor's office during this initial individual contact. However, twelve of the fifteen students in the experimental group later displayed some resistance to meeting by not showing for appointments, frequent forgetting of appointment time, and obvious avoidance of personal topics for discussion.

In an attempt to alleviate the resistance, the investigator introduced the Safran Student's Interest Inventory to each subject in the experimental group in

subsequent counseling sessions. This approach did appear to alleviate the resistance displayed by a number of students. These students were then guided through the steps outlined in the treatment process; however, with four students it was extremely difficult for the investigator to get beyond step two of the treatment process. Three students terminated contact and one student was eliminated from the study due to absenteeism. The final experimental group, less mortality, thus consisted of eleven students. To maintain an equal number in the control group, four subjects were dropped from the original fifteen. However, as is later noted, the elimination of four subjects from the control group did not maintain equal randomization in both control and experimental groups, and consequently may have had some effect on the results of the experiment.

4. Treatment: For the purpose of the study the treatment was counselor-initiated individual counseling. The number of counseling sessions ranged from five to eight per counselee. The treatment process consisted of four steps, as outlined below:

Step 1 - Opening Statement as to Purpose of Getting Together -

The opening statement began with a "breaking the ice" chat about the weather or sports (competitive sports was a high point for most students at Beaconsfield High School). The investigator then put forth an open-ended statement such as "I would like to get some idea on your feelings about the TSCS which you

completed". A copy of the TSCS was within reach and in full view for the benefit of the student if he wished to refer to it. Many of the students did just that.

Step 2 - Client-Centered Approach -

- a) rapport building,
- b) acquaintance with student's history,
- c) determination of how the student felt about himself and his particular environment.

Step 3 - Transition Phase,-

- a) student recognizes the need for behavioural/attitudinal change, and
- b) student expresses willingness to work with the counselor on that behavioural/attitudinal change.

Step 4 - Behavioural Contract -

- a) defining specifics of change,
- b) setting up behavioural contract (client performance),
- c) follow-up evaluation of contract.

5. Statistical Treatment of Data: The statistical method used to analyze the data was the t-test for independent samples (Campbell and Stanley, 1963). The t-test was used to measure differences between mean gain scores of the experimental and control groups on the total positive scores of the TSCS. The hypothesis was tested for rejection or acceptance at the .05 level of significance.

6. Data Analysis: The Pretest-Posttest Control Group Design was used for the study (Campbell and Stanley, 1963).

This design achieves equivalent groups by employing the process of randomization. The design is symbolized as follows:

R	O	X	O
R	O		O

where 'R' represents random assignment to separate groups, 'O' represents the process of measurement (for this study, the measurement of the enhancement of self-concept is the dependent variable), and 'X' represents the exposure of a group to an experimental variable or treatment - the independent variable. In this study the pretest was the TSCS. Pre-test scores on the TSCS were used as a screening device in order to determine the population group from the universe of grade nine students. The treatment consisted of individual counseling sessions. The posttest involved a readministration of the TSCS to both control and experimental groups.

Results

The pretest means were 34.45 and 32.18 for the experimental and control groups, respectively; for the posttest the respective means were 40.27 and 32.67 (see Table II). Therefore, the mean gain scores for each group were: experimental $\bar{X}_1 = 5.82$, control $\bar{X}_2 = .46$. The t statistic for independent samples yielded non-significant results ($t = -1.77$, $df = 20$, $p > .05$). The experimental group showed a higher mean gain score (5.36) over the control group, which suggests the possibility that some change did occur in a positive direction in the experimental group. However, this

gain was not statistically significant at the 0.05 level of probability. Table II presents means and standard deviations by group. Table III presents raw scores for each individual in both the experimental and control groups.

TABLE II

Mean and Standard Deviation Scores on the
TSCS for Experimental
and Control Groups

Group	Pretest	Posttest	\bar{X} Gain	N
Experimental	34.45 (4.11)	40.27 (10.52)	5.82 (8.72)	11
Control	32.18 (7.18)	32.64 (5.00)	0.46 (4.92)	11

TABLE III

Table of Raw Scores for Individuals in Experimental and Control Groups

<u>Experimental</u>				<u>Control</u>			
Subject #	Pretest	Posttest	Gain Scores	Subject #	Pretest	Posttest	Gain Scores
1	31	37	6	12	37	39	2
2	39	67	28	13	32	37	5
3	33	37	4	14	39	32	-7
4	33	31	-2	15	37	39	2
5	33	39	6	16	38	32	-6
6	39	36	-3	17	39	34	-5
7	26	37	11	18	19	30	11
8	34	32	-2	19	25	27	2
9	40	45	5	20	24	25	1
10	37	50	13	21	27	27	0
11	34	32	-2	22	37	37	0

Discussion

The results in Table II indicate an acceptance of the null hypothesis: counselor-initiated counseling does not appear to be an effective method to enhance the self-concept of students identified as having low self-concept. Positive change did occur in the experimental group, but the change was not statistically significant in this case. Several possibilities, as well as some extraneous variables, may have contributed to the non-significant results.

(1) The mean gain scores suggest the possibility of a type II error, which could be the result of the small sample size (total $N = 22$). The sample size, therefore, may have limited the randomness of the groups. Similarly, the t -statistic approached significance in spite of the small sample. The mean gain score obtained was 5.38. Edwards (1968) stated that "...the power of test significance could be increased by increasing the number of observations" (p. 23). For t_{20} to be significant at the .05 level of probability the mean gain score would have to be at least 6.299, since t_{20} is significant when $t_{20} \geq 2.086$. Therefore, a larger sample size may have yielded a significant t -statistic.

(2) Length of treatment is another factor to consider in relation to a type II error. The number of treatment sessions averaged from 5 to 8 per client. In this case, had the number of treatment sessions been increased, the effect on self-concept may have been increased; within the limited time period of the internship this was not possible.

(3) The intervening Christmas holidays which came midway through the treatment process may have interfered with the treatment outcome. The Christmas break may have been a positive experience for some students, while for others it may have been a negative experience.

(4) Resistance to counseling behavior may not have been as assuaged as the investigator experienced. The majority of the resistance displayed by the students was noted in their non-verbal behavior, nervousness and their willingness to converse on a personal level. At least four students said their friends made fun of them because they were going to see the "shrink" and that they had mental problems. The three students who terminated contact said they felt it unnecessary to continue. Others may have continued simply because they felt it was expected of them. Resistance, therefore, may have contributed to the final outcome.

(5) In discussing the findings, other noteworthy variables should be mentioned. Counselor-initiated counseling may not be an effective method to utilize with the low self-concept, adolescent client. The treatment approach, as outlined, may not be an effective approach with these particular students or with the involuntary client. The investigator may not have been effective with these particular students, with this particular approach or with the involuntary client. According to comments made by students during the individual counseling sessions, the

assumption that all students would respond honestly to the TSCS was negated. No student admitted to dishonesty for himself, yet several students spoke of others as responding dishonestly. Some students repeatedly misinterpreted various statements on the TSCS. Such misinterpretations or misrepresentations would obviously affect the data in the study; however, the direction of the effect cannot be determined. It is also possible that such effects evened each other out over the sample.

Conclusion

Although the t-statistic for independent samples yielded non-significant results ($t = -1.77$, $df = 20$, $p > .05$), it was noted that if the sample size had been larger or the treatment sessions increased, the power of the t-statistic could have increased, thus suggesting the possibility of significant results. In addition, there is evidence in Table II to suggest that the experimental change scores were more variable than the control change scores. These scores suggest that the treatment worked for some students, but not for others.

Summary

It should be noted that while the rationale for this study was acceptable at the time the study was conducted, reviews published since the study question the rationale. Burns (1979) and Schierer and Kraut (1979) concluded, based on their reviews of self-concept research, that programmes

designed to raise the self-concept will not have any influence on achievement. The statistical evidence presented suggested that it is questionable whether counselor-initiated counseling is an effective method to enhance the self-concept of students identified as having a low self-concept. If the study were to be replicated, further research should include ability and/or achievement pre- and post-test measures. It would also be interesting to determine whether opposite or same sex of counselor and client would produce differing outcomes with high school students.

An observation on the part of the investigator that more girls resisted the counselor-client relationship could be directly related to the fact that the regular school counselor is a male. The girls may have found it difficult to transfer their feelings of trust in a counselor from a male to a female when they had become accustomed to a male school counselor. Certainly, this is an area for further investigation.

Counseling effectiveness, a factor previously mentioned, is an extremely complex process to measure, as is self-concept. In fact, Shertzer and Stone (1976) suggested that measurement of counselor effectiveness may never be resolved to everyone's satisfaction. Paul (1967) may have summed up the problem with the statement:

The question is no longer whether or not counseling works. The real question is What treatment, by Whom, is most effective in producing behavior change for This person(s) with That specific problem, and under Which set of circumstances. (p. 5)

CHAPTER III

SUMMARY OF THE INTERNSHIP EXPERIENCE

The purpose of this chapter is to present a brief summary of the internship experience. The internship was carried out at Beaconsfield High School, Waterford Bridge Road, St. John's, extending for a five month period from November 1976 to March 1977 inclusive. The specific objectives and related activities as stated in Chapter I of this report were accomplished by the intern under frequent university and field supervision and evaluation. A detailed discussion and reaction was given in Chapter II of how each specific objective and activity was achieved.

The internship period was seen as an opportunity for the intern to experience on-the-job activities under the supervision of an experienced field counselor. The internship was a time for the intern to develop competencies and to become involved in practical counselor experiences. This period enabled the intern to acquire an in-depth knowledge of a high school program in action (specifically Beaconsfield High School).

The intern was able to operationalize the knowledge gained throughout course and practicum experiences. This was accomplished by making practical application of theories and methods relating to guidance and counseling learned prior to and during the internship period. The task of

applying theories and methods learned was also accomplished by maintaining constant close contact and consultation with the school counselor/field supervisor, the university supervisor and the administration and staff at Beaconsfield High School. Although the intern's personal and theoretical counseling position was further refined and made more lucid through practical application, it was noted, upon self-evaluation, that the intern's basic theoretical approach to counseling remained unchanged.

Guidance functions were effectively organized after having carried out the detailed activities in general objective four. This experience was felt to be an asset in aiding the intern to set up a guidance and counseling program, especially where one was non-existent.

The intern made contact with numerous community resources (Appendix G). Such contacts enabled the intern to comprehend the diverse nature of human resources one community holds. Many of these resources are able to assist the student's and counselor's concerns, depending upon the resources' particular operational objectives and type and level of expertise.

The research carried out during the internship gave the intern first-hand experience into conducting research. The intern gained insight into the proper procedures required to conduct research, the problems and difficulties the researcher must deal with, and ideas for further research that stem from the study conducted.

Through practical involvement, guidance, and supervision, the intern met the objectives for the internship as delineated in Chapter I. Included in the practical experience was a variety of activities such as professional readings, individual and group counseling, consultations, and a variety of assessments which collectively brought to fruition the objectives of the internship.

FOOTNOTES

Footnotes

1. For a more detailed delineation of each objective and its activities refer to Chapter I.
2. See Appendix F.
3. See Appendix F.
4. See Appendix F.
5. See Appendix F.
6. See Appendix F.
7. See Appendix F.
8. See Appendix F.
9. $t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$

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APPENDICES

APPENDIX A

Appendix A

REQUEST FOR APPOINTMENT

COUNSELING OFFICE

(Mrs. L. Cooper)

Name _____

Home Room Teacher _____

Home Room Number _____

Date _____

Indicate reason for request

Personal _____

Vocational _____

Information _____

Other _____

Urgent _____

APPENDIX B

Appendix B

Values Clarification Program¹ -- An Outline

A group counseling program on values clarification was initiated during the early part of the internship. The following is a brief introductory outline of the program as presented to the group members:

1. There will be eight sessions consisting of structured exercises, followed by a discussion period.
2. Any suggestions you may have as to how we can conduct our sessions to be more effective for you will be helpful.
3. Remember this is your time use it well!
4. Midway or near the end of our program a session will be left open for you to use as you wish. (Think about this!)
Example: There may be topics which have not come up but which you feel you would like to discuss.
5. What does the word value mean?
6. There are several points to consider in a discussion of values.
7. Specific exercises will be carried out pointing out how much our values are part of our everyday lives (#'s 1, 19, 50, 16, 57, 30, 15, 68 - Simon (1972)).
8. There will be discussion periods as time permits after each exercise.

¹ A detailed program is in the writer's possession.

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APPENDIX C

Appendix C

Relaxation Techniques for High School Students¹

A group counseling program in relaxation training was initiated in the early part of the internship. The program was expected to continue for eight sessions. The following is a brief outline as presented to the group members:

Brief Outline

1. Introduction

Why relaxation techniques?
What benefit....?
Why bother....?

The more we can attain personal self-control the less we will need to rely on medication or any kind of sedative (e.g., tobacco, marijuana, alcohol).

You can learn to "run" yourself properly relaxed under all conditions.

You can learn to observe your own controls and engineer them as you would when operating a car.

2. There will be eight sessions, consisting of structured exercises followed by a discussion period.
3. The sessions will include general overall body relaxation, from head to toe, going through a detailed script (copy in writer's possession: procured from Dr. Tom Brown, College of Fisheries, Navigation, Marine Engineering and Electronics, formerly with Memorial University of Newfoundland).

¹A detailed program is in the writer's possession.

APPENDIX D

Appendix D

Vocational Exploration for High School Students¹

A group counseling program in vocational exploration was initiated at the beginning of the internship. The following is a brief outline as presented to the group members:

Brief Outline

1. Introduction - via a guided fantasy - a typical work day five years in the future (copy included in this appendix).
2. Eight sessions will be conducted with structured exercises (procured from Mr. Tom Sullivan, Counseling Center, Memorial University of Newfoundland).
3. Each session will include a discussion for those who wish to share their views, occupational fantasies and awareness.

¹ A detailed program is in the writer's possession.

GUIDED FANTASY

Typical Work Day in the Future

Purpose: To provide participants the opportunity to permit their fantasies about their projected lifestyles to emerge.

Read to participants: ("..." indicates a 10 second pause)

Close your eyes, take a few deep breaths and relax. Remove all feelings of tension from your body, and erase all previous thoughts and worries from your mind...

Imagine that you are getting up on a typical work day about five years from now. You're sitting on the side of your bed trying to decide what kind of clothes you are going to wear. Take a moment and look over your wardrobe. What type of clothing do you finally decide to wear?...

Imagine yourself getting ready for work...Any thoughts while you're getting ready about the day to come?...What kinds of feelings do you have as you look forward to your workday?...Do you feel excited? Bored? Apprehensive?...What gives you these feelings?...

It's time for breakfast now. Will you be sharing breakfast with someone, or will you be eating alone?...

You've completed your breakfast now, and are headed out the door. Stop for a moment and look around your neighborhood...What does it look like?...What does your home look like?...What thoughts and feelings do you experience as you look around?...

Fantasize now that you're heading toward work. How are you getting there?...How far is it?...What new feelings or thoughts are you experiencing?...

You're entering your work situation now...Pause for a bit and try to get a mental picture of it. Think about where it is and what it looks like...Will you be spending most of your time indoors, or outdoors?...How many people will you be working with?...

You are going to your specific job now. Who is the first person you encounter?...What does he or she look like?...What is he or she wearing?...What do you say to him or her?...

Try to form an image of the particular tasks you perform on your job...Don't think about it as a specific job with a title such as nurse or accountant. Instead, think about what you are actually doing such as working with your hands, adding figures, typing, talking to people, drawing, thinking, etc.

In your job, do you work primarily by yourself or do you work mostly with others?...In your work with others, what do you do with them?...How old are the other people?...What do they look like?...How do you feel towards them?...

(Skovholt, T.M., 1974, 693-96)

APPENDIX E

Appendix E

Relaxation

1. Sit quietly in a comfortable position.
2. Close your eyes.
3. Deeply relax all your muscles, beginning at your feet and progressing up to your face. Keep them relaxed.
4. Breathe through your nose. Become aware of your breathing. As you breathe out, say the word, "ONE", silently to yourself. For example, breathe IN...OUT, "ONE", IN...OUT, "ONE", etc. Breathe easily and naturally.
5. Continue for 10 to 20 minutes. You may open your eyes to check the time, but do not use an alarm. When you finish, sit quietly for several minutes, at first with your eyes closed and later with your eyes opened. Do not stand up for a few minutes.
6. Do not worry about whether you are successful in achieving a deep level of relaxation. Maintain a passive attitude and permit relaxation to occur at its own pace. When distracting thoughts occur, try to ignore them by not dwelling upon them and return to repeating "ONE". With practice, the response should come with little effort. Practice the technique once or twice daily, but not within two hours after any meal, since the digestive processes seem to interfere with the elicitation of the Relaxation Response.

- from The Relaxation Response by Herbert Benson, M.D.
(a simple technique that has helped millions to cope with fatigue, anxiety and stress)

APPENDIX F

Appendix F

Some Programs and Tests Used at Beaconsfield High School

1. Career Information Kit on Wheels: The Career Information Kit is comprised of a myriad of occupational monographs designed for use primarily in the high school. The monographs are compiled in a mobile unit suitable for moving easily from one classroom to another. This kit was a valuable teaching aid for the counselor in disseminating occupational information at Beaconsfield High School.
2. Job Search Techniques Program: This program was devised to assist those interested in utilizing an organized, methodological approach to seeking employment. Mr. Bob Porter, Employment Counselor, Canada Manpower and Immigration, presented this program to the school.
3. Raven's Progressive Matrices: The Raven is a test of one's ability for logical reasoning and clear thinking. This test is administered to individuals or groups, age 12 and over.
4. Safran Student's Interest Inventory: The Safran is an inventory which gives a sampling of a student's preferred interests at a given moment and is used to promote self understanding and to aid in charting courses for the future.

5. SRA Placement Test: The SRA High School Placement Test consists of a battery of tests including educational ability, reading achievement, arithmetic achievement, and language arts achievement. This assessment is used for incoming grade nine students to determine those students with superior ability, to identify students with special instructional needs and to evaluate achievement.
6. Wechsler Adult Intelligence Scale (WAIS): The WAIS is a test of general intellectual capacity, used with ages 16 and up, yielding a verbal score, a performance score and a full scale score.
7. Wechsler Intelligence Scale for Children - Revised (WISC-R): The WISC-R is similar to the WAIS and is used with children ages 6 to 16.
8. Wide Range Achievement Test (WRAT): The WRAT assesses general achievement and is comprised of three subtests --- reading, spelling, and math. The reading subtest assesses one's ability to read words in isolation only. The spelling subtest assesses one's spelling ability using the conventional method. The math subtest assesses computational skills only.

APPENDIX G

Appendix G

Contacts made Re: Community Resources

The following is a list of individuals personally contacted who do not work directly with the school; the majority were contacted in relation to vocational counseling.

Accounting/School Tax Authority	Mr. Gradie Gosse	754-2580
Air Traffic Control	Mr. Keith Anderson	737-5555
Canada Manpower and Immigration	Mr. Bob Porter Employment Counselor	737-5252
Canadian Coastguard	Mr. Owen Kelly	737-5493
College of Fisheries Naval Architecture Ship Building	Mr. Roger Pearson	726-5257 Ext. 251
College of Trades and Technology		753-9360 Ext. 231
- Business Education	Mrs. Pat Davis	
- Engineering Technology	Mr. Ken Griffiths	
- Radio and T.V. Repair	Mr. Mike Costello	
- Appraisal-Assessment Technology	Mr. Harold Butler	
- Counseling Services	Mr. John Harnett	
Computers - Newfoundland and Labrador Computer Services		726-4024
- Training Manager	Mr. Bill Monroe	
- Personnel Manager	Mr. Stuart Martin	
Department of Manpower and Industrial Relations		
- Manpower Training Officer	Mr. William Squires	737-2729
Department of Rehabilitation	Mr. Winsor Counselor	753-7312

Department of Social Services
- Child Welfare

Miss Callahan 737-3473

Memorial University of
Newfoundland

737-8000

- Information Officer
- Journalism
- E.T.V.
- M.U.N. Photo
- Counseling Center
- Counseling Center

Mr. Bob Benson Ext. 2889
Mr. Jack Martin
Mr. Ben Hansen Ext. 3539
Dr. Tom Brown
Mr. Tom Sullivan

Nursing Association

Mrs. A. Gale 753-6040

APPENDIX H

A
Mid-Term Report
on the
Graduate Internship
of
Lucy Cooper

January 1977

by
Terry Stack
School Counselor
Beaconsfield High School
(Field Supervisor)

General Comments:

Mrs. Cooper has been an excellent intern who has made herself so well known to the students and teachers at Beaconsfield that she is now considered a regular member of our school community. She began with a multiplicity of stated objectives and by working extremely hard, and maintaining her initial enthusiasm, she has already accomplished most of her objectives.

Specific Objectives:

All seven general objectives given in detail on pages two through fifteen of Lucy's proposal have either been accomplished or are being presently acted on. After reading her midterm report, it would be redundant for me to discuss these objectives individually. Her report on her progress to date is accurate. If anything, she has understated her accomplishments. She has a genuine desire to help people together with the skills needed to do so. This was quickly perceived by our students and staff which is why she has been so well accepted and so successful.

A Mid-Term Report on a Graduate Internship of
Mrs. Lucy Cooper (Graduate Student in
Guidance and Counselling)

By

L.D. Klas, Ph.D.
Internship Supervisor

January, 1977

I. General Comments

Up to this point, I am satisfied with the general opportunities being provided in the internship and with Lucy's personal approach toward taking advantage of those opportunities. The outlining and delineation of both general and specific objectives (in as operational a manner as possible) prior to beginning the internship has given a desirable focus to the internship experience. Lucy has so far taken an aggressive approach toward achieving those objectives.

Since the initiation of the internship I have witnessed a definite improvement in self-confidence on Lucy's part. There is a growing awareness of the multiple roles of the guidance counselor, accompanied by a realization that she, as a person, is becoming gradually more able to carry out some of those roles demanded of her. She is known in the school and has been able to present herself and her roles to the administration and the staff. In my visits to the school and my observations there I have also sensed that the students with whom she has come in contact generally accept her as a legitimate source of help and information in the school.

The research component appears to be progressing satisfactorily. The elements of concern at the present time are those of maintaining a sufficiently long enough treatment effect (self-concept counseling) and avoiding too great a mortality in student numbers.

II. Specific Comments as to Progress in Meeting Internship Objectives

The reader is referred to the Objectives as outlined in pp. 2-17 of the Internship Proposal.

General Objective 1: Partially completed

A. Specific Objective A is well on its way to being achieved.

Lucy has a good idea of the school's operation, she has been meeting with Mr. Stack in excess of the one hour per week (in terms of total time), and has been meeting with Mr. Hong to discuss guidance and the administrator. I have taken part in some of these meetings and have been satisfied that she is able to conduct herself in a direct, yet professional manner. The meetings with Mr. Stack should focus more on evaluating her counseling skills and group work over the next few weeks.

B. Specific Objective B has been achieved up to this point.

C. Specific Objective C (Activities 1-4) is not achieved as of yet. Greater attention will need to be given to this objective. The written report referred to here will be handed in at or near the completion of the internship.

General Objective II: Not yet achieved, but in process. Here, more discussion is needed with the supervisors as to applicability of the theoretical approach, as evidenced in observed or taped counseling sessions. The initial report of the "intern's theoretical counseling position" should be filed in the final report; the terminal report of the

counseling position has yet to be written, of course. A comparison of the two positions will be made in the final report.

General Objective III: Partially achieved.

A. Specific Objective A, Activities 1-4 are moving along satisfactorily, with the exception of tapes being made and reviewed. Five audio-tapes have been made and reviewed, one using the suggested evaluation scale. Further taping sessions need to be arranged for; an alternate, of course, would be pre-arranged live observations by the supervisors of actual individual counseling sessions. Lucy is seeing far more clients than her objectives require. At present I am satisfied with Lucy's developing individual counseling skills. She establishes rapport well, is non-threatening to the client, communicates concern. Further work is needed in drawing client out more, structuring the interview, not confronting or interpreting too early in the interview. Taping of interviews is not always appropriate to the situation or agreeable to the client. Further live observations are in order.

Activity 5 is not yet achieved. Activity 6 was carried out but not taped or observed, although the content of the presentation was discussed. A written outline of the content of the classroom visits should be in the final report.

- B. Specific Objective B -- none of the activities are yet achieved. Arrangements with the field supervisor must be made to co-counsel both individual and group sessions.
- C. Specific Objective C -- satisfactory progress is being made on the organization and operation of the groups mentioned. The groups are in progress.
- D. Specific Objective D -- Activities 1, 4, 5 & 6 are being satisfactorily dealt with. Activity 2 is yet to be carried out and taped (or observed). Activity 3 is not completed.

General Objective IV

- A. Specific Objective A is being carried out, on a daily basis; the final report will reflect same.
- B. Specific Objective B is being achieved, again on a daily basis; the final report will describe how Activities 1-3 were carried out.
- C. Specific Objective C (See general objective III - C).

General Objective V

- A. Specific Objective A: Satisfactory progress here, for Activities 1 & 2. Supervisor observations are yet to be worked in here.

General Objective VI

Lucy has made progress in each of the seven activities listed under Specific Objective A. In the final report there will be a complete, itemized description of the specific

agencies or resource people contacted and worked with, as well as a reaction to the role that that person or agency plays.

General Objective VII

From all appearances the research proposal is being carried out satisfactorily. The pre-testing, screening, and sample selection have been carried out with no major problems. The treatment effect (counselor - initiated individual counseling) is beginning shortly. My concern at this point of departure is that the treatment be carried out in enough intensity and frequency to test the null hypothesis. It would seem to me that considering the nature of the dependent variable at least seven sessions should be conducted with each subject. The final report will include a section on the purpose, procedures, and results of the research component.



